

PROGRAM REVIEW Fall 2019

Program: Sociology

Division: SLPC

Date: October 21, 2019

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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 Snapshot 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.

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

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. The program offers the Associate in Arts in Sociology for transfer degree program which aims to prepare students for a seamless transfer a CSU for continued study in sociology and other various fields of social science. For the Academic Year (AY) 2018-2019, the Sociology program relied on four adjunct instructors to teach a total of 1104 students with a 65.9% course success rate.

- B. **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: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The most significant change that can be observed from the AY2018-19 data is the decline in student enrollment numbers. The pattern is consistent with the trend that was also observed and reported in AY 2017-18. More specifically, the total course enrollment in Fall 2018 fell from 594 in Fall 2017 to 495. Similarly, the total course enrollment in Spring 2019 declined from 487 to 427. Some of the main reasons maybe related to larger external factors such as economic trends and policy changes, and it might also reflect the trend in students' academic preferences.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<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"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. 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://bit.ly/2LqPxOW			
<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"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Accomplishments: What plans from the [2018 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. Please highlight any positive impacts to students.

We planned to increase our involvement in the Global Studies program since our expertise significantly overlaps with the program. A global studies course (GS1) is now cross-listed with SOC 5. The course name was changed from Global Change to Introduction to Global Studies and the curriculum was updated to reflect this change.

To help increase our online enrollment, we participated in the CVC-OEI Course Design Rubric process and successfully aligned SOC 13 Research Methods with its standards. We will continue to attempt to align other DE courses.

We also explored the possibilities of developing an interdisciplinary certificate program by consulting with other academic disciplines, but we have shifted our focus more broadly to the enrollment issue. To stimulate an enrollment increase, we are still investigating the feasibility of implementing such programs. However, no specific arrangement has been made.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

We will continue 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.

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

During the Spring 2019 semester, one of our long-time part-time instructors, Hyman Robison, unexpectedly passed away. Since his passing happened during the semester and left us with three instructional weeks and a significant number of assignments, we assigned two instructors to cover his courses in order to minimize the negative effect on students. Subsequently, the teaching assignments of future courses had to be rescheduled. At the same time, because of the issue of under enrollment, the impact of losing one of our instructors so far appears to be minimal.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources	X	Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

We are planning on initiating and completing guided pathway course mapping to help students navigate our program smoothly. We will meet with guided pathway specialists to discuss specific strategies that we can implement.

We are also planning to organize our program website as a part of our strategy to stimulate enrollment. We are planning on adding information related to guided pathways, course descriptions, career possibilities for sociology majors, faculty information, and so on.

Moreover, we are planning on implementing the use of hybrid courses to enhance the ease of course sequence. We are working closely with our dean to start this experiment in Spring 2020. Similarly, we will continue to attempt to increase online enrollment by aligning DE courses with the CVC-OEI Course Design Rubric.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
x	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

H. 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).

We are concerned with the presence of sociology in the undergraduate general education curriculum. Since the general educational trends for high school graduates seem to suggest that more emphasis is generally given to the disciplines with practical applications, we feel that enrollment will be a serious and continuous problem for sociology. We will continue to investigate effective ways to increase student enrollment.

We will also explore the possibility of human resources acquisitions especially for the part-time instructor pool. By doing so, we plan to ensure that the diversity of our instructors reflects the diversity of our students.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X Student Equity
X	External Factors		Learning Support		Professional Development	Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

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

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
_yes _no

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

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): SOC 1 Principles of Sociology
SLO or SAO: Upon completion of SOC 1, students should be able to produce an academic document that connects sociological research methods to sociological theory.
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. The latest data available for this course are from Fall 2018. They are 20%, 40%, and 17.5%. It is still difficult to identify any salient pattern, except we can probably say that no major changes have been observed.
Discuss any actions taken so far (and results, if known): The instructions for the assignment that is included in this particular assessment has been updated, but no significant change has been made.

Discuss your action plan for the future:

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

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Sociology AA-T
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known): We did not analyze any PSLO.
Discuss your action plan for the future: We plan to work on collecting more data and assess our PSLOs.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

N/A

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

We have not taken any action.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

N/A

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

We have not taken any action. We do, however, always make students aware of social and educational discrepancies that stem from structural circumstances facing these disadvantaged groups since the issue is relevant to the content of sociological studies.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

N/A

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

**Section Three: 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 6 Social Problem
SOC11 Sociology of Gender
They are currently under review.

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.

N/A

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

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

N/A