Program: Sociology
Division: CATSS
Date: 10/10/2016
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Audience: *Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.*

Purpose: *To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.*

Uses: *This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.*

Time Frame: *This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.*

Topics: *The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.*

Scope: *While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.*

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

One of the most significant changes that the discipline of Sociology experienced during AY 2015-2016 was the arrival of a new full-time instructor. The discipline always had only one full-time faculty and had been requesting another full-time position for a very long time. The position was

finally approved during AY 2014-2015 and a search was conducted and successfully completed at the end of AY 2014-2015. The result effectively doubled the number of full-time faculty members in the discipline of Sociology. This is a long-awaited hiring was an extremely important improvement for the program since the program's limited human resources have been a major contributing factor for the issues facing the program.

Another significant change that the discipline of Sociology experienced during AY 2015-2016 was the sabbatical of a full-time instructor. Consequently, the number of full-time instructors for AY 2015-2016 remained the same as the years prior to the hiring of the new instructor. To be sure, the sabbatical was a well-deserved, important opportunity for the instructor's professional development. At the same time, the sabbatical of the instructor highlighted the severity in the lack of human resources that has been affecting the discipline of Sociology for a long time, and showed the limitation of the hiring of only one faculty as an effective remedy for the long-existing structural problem.

The total student's enrollment of the program shows an increase from 1,282 in AY 2014-2015 to 1,376 in AY 2015-2016. This increase is consistent with the trend observed over the last five years which suggests a steady growth in student enrollment. However, while the gap between fall and spring enrollment numbers have always been identified as part of normal pattern, the enrollment in Spring 2016 (530) is alarmingly low, compared to 574 in Spring 2015 or 549 in Spring 2014. It is the lowest enrollment in spring semester in last five years. We will continue to monitor the enrollment change.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

The main objectives of the discipline of Sociology from the 2015 Program Review Update included the refinement of its Student Learning Outcomes. Even though we have achieved some improvements in reviewing and updating SLOs as the new version of eLumen has been implemented, the persistent problem related to the lack of human resources did not allow the program to fully focus on tasks related SLO improvement. At the same time, some problems related to the SLOs in the program have now been identified. The identification of problems is an important step toward successfully reorganizing the SLOs of the program.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

N/A

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The most significant obstacle that the Sociology program faced is the lack of human resources. Even though the number of full-time instructor in Sociology doubled in the beginning of AY 2015-2016, the sabbatical of the other full-time instructor essentially nullified the effect of an increased number of faculty. The lack of human resources and the subsequent lack of time significantly influenced the operation and the completion of the discipline's administrative tasks.

E. What are your most important plans (either new or continuing) for next year?

We plan to strengthen our curriculum. We will continue to aim to improve our practices related to Student Learning Outcomes. We aim to improve on each process involved in SLO assessment such as data collection, data analysis, and outcome assessment. We plan to establish more effective communication among both full and part-time faculty members in order to increase the SLO data input. The SLOs of each course and the program SLOs will be reviewed as well. Furthermore, we plan to review the courses that are potentially effective in acquiring DE online course status. In doing so, we seek to strategically increase the flexibility in course offering while facing the issues involving human resources.

We plan to expand and strengthen the human resource pool. We aim to acquire another full-time faculty member although this plan depends on the formal approval. We submitted a formal request for the position. We also plan to complete the evaluations of part-time instructors.

F. Instructional Programs: 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.

We realized that having an option to offer all Sociology courses in a DE online format is potentially effective both pedagogically and administratively. It is effective pedagogically by supporting student learning with flexibility in learning styles. It is also administratively effective since it would provide the program with adaptability in offering various courses with the limited instructional human resources. Therefore, we plan to review all sociology courses for their DE online status and the feasibility of DE format as the best teaching practice. Upon completion of reviewing DE status and feasibility of all courses, we plan to submit DE status requests.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

   Planning Priorities for 2016-17
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Our plans are entirely consistent with the institution's Planning Priorities for 2016-2017. For example, ACCJC standards state that "The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes." By seeking to rectify the issues involving the lack of human resources in the discipline of Sociology, we aim to meet ACCJC standards.

We identify that the issue of human resources directly influences the assessment of SLOs at the discipline and program levels. Thus, proposing our plan to increase and strengthen our human resource is consistent with Planning Priorities for 2016-2017.

Moreover, our plan to review DE feasibility for all Sociology courses is also consistent with the emphasis on the curriculum development and maintenance specified in the planning priorities for 2016-2017.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? __X__yes _____no

(This data can be found here: http://goo.gl/Ssfik2**)**

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: N/A
Describe the quantitative or qualitative results: N/A
Discuss any actions taken so far (and results, if known): N/A
Discuss your action plan for the future: N/A

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
We did not use course SLO data from AY 2015-2016 to impact student learning or achievement because we do not have enough data to make a meaningful assessment and apply the results to student learning.
Course SLO: N/A
Describe the quantitative or qualitative results: N/A
Discuss any actions taken so far (and results, if known): N/A
Discuss your action plan for the future: Our data are not sufficient to make a meaningful assessment on how students learning outcomes are achieved. We plan to collect more meaningful data in order to make SLOs useful. We are going to review and revise ALL SLOs, including PSLOs, to reflect the goals of the discipline of Sociology and the institutional SLOs. We will also evaluate the mapping between CSLOs and PSLOs. To implement these plans, more effective communication among the members of the discipline of Sociology regarding the SLO assessment effort is necessary in order to increase the quality of SLO data.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Sociology AA-T
We did not use PSLOs to impact student learning due to insufficient data and assessment result.
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future: As described in the above section, we plan to reevaluate and reorganize our approach to SLOs.

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: Sociology AA-T														
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**													
	SOC1	3	4	5	6	7	11	12	13					
1. Analyze and describe the major concepts, theoretical perspectives, empirical findings, and historical trends in sociology.	X	X	X	X	X	X	X	X	X					
2. Demonstrate critical thinking and analytic skills in the application of social theory to solve problems that arise in institutional and societal contexts.	X	X	X	X	X	X	X	X	X					
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

Mapping between PSLOs and CSLOs was renewed in the new system of eLumen.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?

   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?